DOCUMENT RESUME

ED 101 140 95 CE 002 888

AUTHOR Vikers, Theo; Gibson, Melvin Pat
TITLE Project GROW [Green River Opportunities for Work]: Final Report.
INSTITUTION Project GROW, Owensboro, Ky.
SPONS AGENCY Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Office of Education (DHEW), Washington, D.C.
PUB DATE 30 Jun 74
NOTE 64p.; For related documents, see CE 002 885 and 886

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS *Career Education; Conference Reports; Demonstration Projects; Educational Accountability; Educational Innovation; Educational Programs; Elementary Education; Junior High Schools; Post Secondary Education; *Program Development; *Program Evaluation; Program Improvement; *Regional Programs; Secondary Education; Vocational Development
IDENTIFIERS Green River Opportunities for Work; *Project GROW

ABSTRACT

Summarizing the progress of Project Green River Opportunities for Work (Project GROW), the document reviews the study's background and the activities resulting from a third party evaluation by the Southern Association of Colleges and Schools. Objectives based on the evaluation and recommendations included: (1) development of an articulated and developmental career education program, kindergarten through postsecondary, (2) organization of a regional materials center; and (3) revision of the occupational testing program for high school students. Matrix development and the Vocational Information for Education and Work Program (VIEW) are described, and a career education conference report is included and evaluated. The external evaluation report is presented in its entirety. The evaluators' conclusion was that the project represented exemplary innovative progress in its two and a half years of operation. Internal evaluations by project participants, reviewing results and making recommendations, complete the document. (MW)

BEST COPY AVAILABLE

ED101140

FINAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROJECT NO. 1883-01
PUBLIC LAW 90-576,
SECTION 142 (d)

PROJECT G R O W

GREEN RIVER OPPORTUNITIES FOR WORK
KENTUCKY REGION 3 CAREER EDUCATION DEVELOPMENT PROJECT

AUTHORS:
MRS. THEO VICKERS - PROJECT DIRECTOR
MR. MELVIN PAT GIBSON - PROJECT ASSISTANT DIRECTOR
1501 FREDERICA STREET
OWENSBORO, KENTUCKY 42301
(502) 685-5531

SUBMITTED TO:
DR. CARL F. LAMAR, ASSISTANT SUPERINTENDENT FOR
VOCATIONAL EDUCATION
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT, KENTUCKY 40601

JULY 1, 1973 - JUNE 30, 1974

CE 002 892

The statements or contents of this report do not necessarily reflect the views or policies of the Bureau of Vocational Education, State Department of Education, Commonwealth of Kentucky.

BEST COPY AVAILABLE

TABLE OF CONTENTS

Page Number

I. Introduction

A. Summary 1

B. Background of the Study 2

C. Methods 4

1. Objective #1: Develop an articulated career education program in Region 3, kindergarten through post-secondary.

a. Matrix Development 4

b. VIEW Research Project 5

c. Career Education Conference 7

2. Objective #2: Organize a Regional Materials Center 24

3. Objective #3: Revise the testing program . . . 24

II. Findings and Analysis

A. Evaluation 25

1. External Evaluation 25

a. Southern Association of Colleges and Schools, 25

b. Center for Career and Vocational Teacher Education, Western Kentucky University, Bowling Green, Kentucky 48

2. Internal Evaluation 48

a. Recommendations 49

b. Results 52

III. Supplementary Materials -- Learning Concepts in Career Development kit

BEST COPY AVAILABLE

INTRODUCTION

SUMMARY

During the 1973-74 fiscal year, Project Green River Opportunities for Work (Project GROW), a regional career education development project funded through the Kentucky Bureau of Vocational Education, conducted an exemplary project for the development of a regional career education model for the Commonwealth of Kentucky.

Major focuses of the project during the year included curriculum changes to include career awareness, self understanding, appreciations and attitudes related to the work world, and competencies in decision making.

To meet objectives proposed for each of these areas, the two project staff members worked with 12 local education associations in conducting in-services, providing materials and resources from the Regional Materials Center, and organizing a regional-constructed, articulated matrix of career concepts, with back-up materials in the form of mini-units for all the Region 3 schools, grade levels kindergarten through post-secondary.

Through the efforts of many educators in the region, approximately 50 percent of the 37,000 students in the region participated in various activities in career development. The involvement ranged from integration of career education into their curriculum studies to hands-on activities, community site visits, interviewing resource persons in the classrooms, work with the VIEW reader-printers, career fairs, phase-elective courses, and many other career-oriented programs.

Most students in the program indicated that the new information that career education offered brought about more relevance to their learning of basic skills; the community responded by sending representatives to the schools in great number; the parents unanimously accepted the career education concept as something they had thought education should have included for many years.

It is hoped that the regional schools will continue to expand this new educational frontier. It is recommended that each school system analyze the benefits of the program and continue to develop new methods of instruction which will prepare the leaders of tomorrow with skills necessary for the technological society that awaits them.

BACKGROUND OF THE STUDY

BEST COPY AVAILABLE

Project Green River Opportunities for Work (Project GROW) started as a very small seed in 1969 with five representatives of academic and vocational education in Region 3, a seven-county area, long before state or frderal funds were available for career education. The five met periodically for the next three years, studying various educational programs that they felt should be included in the curriculum of area schools.

When, in 1971, federal funds became available for a career education project, the group met once again to write a proposal to submit for funds for a heretofore unheard of idea of planning a career education program for not one school system, but for a whole region.

Bringing in more educators from the region to discuss the planned proposal when they realized the scope of their design, they formed a board of directors, called the steering committee, which was made up of all the superintendents of the ten school districts, and the directors of the vocational education regional schools and a community college.

Their proposal writing efforts were not in vain. The project was funded for one-and-a-half years from January 1972 through June 1973, under a grant from Part C of Public Law 90-576. Another year was added, from July 1973 through June 1974, under Part D of the same law.

During the first year and a half of operation the Center for Career and Vocational Teacher Education at Western Kentucky University, Bowling Green, served as fiscal agent. The Daviess County Vocational Region (Region 3) served as fiscal agent the last year of operation.

1972-73

With a staff composed of a director and four component directors for levels of awareness (K-6), orientation and exploration (7-9), preparation (10 through post-secondary), and guidance (kindergarten through post-secondary) during the first year and a half, the project concentrated on planning career education activities for each component, providing numerous in-service conferences for regional educators, undertaking massive testing and follow-up programs, and planning curriculum materials for the component levels.

A report written by members of the third-party evaluators, the Southern Association of Colleges and Schools, included the following notation about three of the weaknesses of the project after the first phase:

> A coherent, articulated, developmental pattern over grade levels has not been developed.
>
> Career emphasis articulation between elementary schools and middle schools, and between middle schools and high schools are lacking.
>
> Insufficient emphasis on self-concept development has been given in most schools.

Recommendations that came out of that same report included the following:

Organization and development of an articulated and developmental program in career education.

BEST COPY AVAILABLE

-- Regional Committees of Awareness Component and Orientation and Exploration Component personnel should be organized to work with the respective regional component coordinators to plan, share ideas, write, tryout, and revise a model and guidelines for the components. One person from each local education agency in the Region should be on each of the two committees. At least one full day per month should be devoted to a meeting of these groups. . . .

-- Have local directors form faculty groups comprising all disciplines be brought together for the purpose of reviewing existing high school courses with a view toward converting these pure textbook programs into meaningful, relevant, and exciting courses relative to the real world in which youth will enact careers.

-- Provide ample time, frequently, and the means for vocational instructors to visit academic instructors and vice versa for the purposes of:

a. Getting to know and understand one another.
b. Communicating and developing a rapport with one another.
c. Sharing the worlds in which they work and live with one another.
d. Exchanging ideas and philosophies to the point they can develop a meaningful program together.

-- Local directors disseminate progress being made in their efforts toward an integrated, meaningful course of study and these to be shared with their faculties.

-- The regional guidance coordinator will develop cooperatively with the guidance counselor in each school district an on-going workshop for teachers dealing with all the various aspects of group guidance activities to include self-development concepts, social and educational competence, selection processes of courses that add dimension to the continuing social and education maturation of youth, supplemented by the understanding and interpretation of test inventories used.

-- From these variety of approaches, methods and training might develop into a handbook that could be given to beginning teachers as orientation to a guidance-and-counseling-and-teacher team approach to meeting the needs of youth.

Regional Materials Center

-- Funds should be made available to supplement the materials already in the schools.

Testing Program

-- If the GATB in its entirety is still preferred as the instrument to test all students (preferably only those students who elect this option), the total administration of this battery should be under the jurisdiction of the Bureau of Vocational Education or the local director.

-- The coordinator of the guidance component must train a staff of teachers (to include the counselor, if one is available) to interpret to students the scoring of the test as part of a group guidance activity.

1973-74

BEST COPY AVAILABLE

With recommendations that centered on curriculum articulation, self concept development, purchasing of materials, and redesigning the testing programs and with a staff number that had narrowed to two during the last year of operation (director and an assistant director), the proposal was written to take these concerns under consideration. The three major objectives written into the proposal included (1) the development of an articulated and developmental career education program, (2) organizing a Regional Materials Center for LEA access to Project GROW materials, and (3) redesigning the occupation testing program for high school students.

METHODS

Methods of meeting the objectives were carried out in the following manner:

Objective #1: Provide an articulated and developmental career education program, kindergarten through post-secondary.

Matrix Development Committees

Participants from each LEA were selected to form Matrix Development Committees at four levels: K-3, 4-6, 7-9, and 10 through post-secondary. More than 100 educators from the local education agencies in the region took part in this activity.

The first objective of each of these committees was to list concepts for their grade level students. Regional staff members organized a list of concepts that other projects were using and added others. From this list, committee members then devised concepts that they felt met the needs of their students. Major considerations in their selections hinged on readiness of the students for specific occupational information and information about self and the insurance that the concepts chosen for upper level students served as stepping stones from the basic information introduced at the lower levels.

The Matrix Development Committee participants identified 141 concepts within four career element areas (self awareness, career awareness, appreciations and attitudes, and decision making) for kindergarten through post-secondary levels.

After the completion of the concept selections, the Matrix participants decided that a mere listing of the concepts was not enough. They decided that in order for the concept lists to be of real value to the teachers and counselors in the region, lesson plans would have to be written for each one and written on the comprehension levels of the students that would be studying the particular concepts. Thus was born the Learning Concepts in Career Education Development kit. The committee members decided that the lesson plans should be in the form of mini-unit capsule models, each written on a performance objective plan, with suggestions for enabling activities, resources and materials, and competency assessment of students.

BEST COPY AVAILABLE

After the mini-units were written by the committee members and duplicated and disseminated by the regional staff, the teachers and counselors field tested them in their classrooms and guidance sessions.

After the field testing phase, the materials were revised and edited by the matrix committees and the regional staff.

The final product of the year's work is a Learning Concepts in Career Education Development kit. It contains 102 mini-units, covering kindergarten through post-secondary levels.

The materials are housed in a file box with sections for each of the following elements: self awareness, career awareness, appreciations and attitudes, and decision making. A guide introduces the idea of conceptual teaching and gives a description of the materials in the kit.

The Learning Concepts in Career Education Development kits will be distributed to every school in Region 3 prior to the beginning of the 1974-75 school term. The Green River Area Development District will disseminate the kits and follow-up with needed resource information. Included with this report is a kit of the Learning Concepts in Career Development.

VIEW

A second activity continued from last year to meet Objective #1 was the Vocational Information for Education and Work program (VIEW). Selected schools in Region 3 were chosen to house the VIEW reader-printer. Students utilized the mocrofishe machine and the VIEW deck cards to research local, as well as national information on occupations in the world of work. Most regional systems placed the machines in their library centers where students had easy access to the information. There have been some problems in the use of the machines, especially in having them serviced and in obtaining the light bulbs and special print-out paper. Fifty new job description cards were added this year to each VIEW deck in use.

Listed below is the name of each Region 3 school agency and the location of the VIEW machine in the school setting. The Adult Learning Center, an agency of the Owensboro School System, was used as a pilot agency with VIEW for use with persons in GED and other adult learning programs.

Local Education Agency	Location of VIEW Machine
Adult Learning Center	Resource Room
Daviess County	Burns Middle School Library
Daviess County State Vocational-Technical School	Learning Lab
Hancock County	Middle School Library
Henderson County	Middle School Library
Henderson Independent	Barret Junior High School Library
Henderson Community College	Library
McLean County	High School Library
Ohio County	High School Library
Owensboro Independent	9-10 Center Library
Providence	High School Library
Union County	Sturgis Junior High School Library
Webster County	High School Library

BEST COPY AVAILABLE

The mini-research project for the VIEW activity was entitled "Analysis of Parent Reaction to the Vital Information for Education and Work." It was funded through the Kentucky Bureau of Vocational Education for $1,000 for implementation during the FY 1974. A sample population of 50 different parents was randomly selected from approximately 150 forms which were completed by the students after using the VIEW machine in two schools, Daviess County Burns Middle School and Owensboro City 9-10 Center. Categorizing the students by grade levels, according to those interviewed were: grade 6 (12 students), grade 8 (1), grade 9 (15), grade 10 (6).

A second phase of the research effort was a direct interview with parents, who filled out survey sheets. The main purpose of the questionnaire administered to the parents was to gather data regarding parental reaction toward information brought home by students from the VIEW reader-printer as a method of obtaining localized occupational information.

In studying the reaction to the 34 interviews conducted by telephone, the interviewees showed a positive attitude toward the school's interest in a career development program. Data showed that 82% believed the main purpose of education should be directed toward preparing their children for a future career. Approximately 76% were somewhat familiar with the term "Career Education," and 28 of the 34 responded positively toward functioning as a resource person in their child's school.

In the second phase of the project, parents who were interviewed indicated their acceptance and desire for a system such as the VIEW. Most thought the information provided by the system was appropriate for the middle and high school levels. All interviewees recommended the continued use of the system in Daviess County and Owensboro City Schools, as well as in other schools in the commonwealth.

Based on the results of this project and the student user evaluations of the VIEW System, the author would recommend continued use and expansion of the system. Most parents, who indicated that they felt that it is the duty of the schools to provide information related to occupations, said that the VIEW is probably a good system for obtaining job information. They indicated that the number of job descriptions should be expanded to meet the wide interest and variations of individuals. Since the middle school students seemed to be as interested as the high school youth in the VIEW systems, another recommendation is to make available the program in both middle schools and high schools across the state.

A final recommendation is to seek out the possibilities of offering the information through another reader-printer system, other than the one presently being used. The 3-M machines are not ideal for student use because of their constant mechanical problems. In addition, the cost of duplicating the microfiche cards is very expensive and the special printer paper has a relatively short life expectancy.

BEST COPY AVAILABLE

SUMMARY
Career Education Conference
"A Time to GROW"

June 12-14, 1974
Ken Bar Resort
Land Between the Lakes
Kentucky

DESCRIPTION OF THE CONFERENCE

Purpose

The Career Education Conference, held June 12-14, 1974 at Ken Bar Resort at the Land Between the Lakes, was designed to assist the 12 co-operating agencies in the Region 3 Career Education Project to assess what they had already accomplished in career education during the two-and-a-half year span of the project and to plan their programs for the ensuing year when federal funds for career education programs will no longer be available.

Sponsoring Agencies

Agencies which cooperated in planning and implementing the conference include Project GROW, the Kentucky Division of Guidance Services, and the Green River Educational Development District.

Project GROW contributed staff, funds for meals and lodging for all local education agency participants, and a list of LEA and consultant participants (copy attached). The Kentucky Division of Guidance Services contributed staff and materials for the publication of the agenda (copy attached) and of the conference group report and evaluation forms (copies attached), and provided mileage allocations for local education agency participants. GREDD provided staff and follow-up letters of appreciation for LEA and consultant participation.

Conference Design

Major emphasis of the conference was devoted to the local education agencies' assessing their career education objectives, activities, resources, materials, and evaluative methods and the planning of their career education programs for the 1974-75 school year. Assistance for these efforts was provided in the form of speakers and consultants from the Kentucky Department of Education, the Kentucky Department of Human Resources, Kentucky regional services agencies, third-party evaluators, and university participants.

BEST COPY AVAILABLE

ASSESSMENT

The 110 (75 LEA and 35 consultants) participants evaluated the conference, and results are listed on an attached grid. Regional staff assessment of the conference, which is based on the proposed objectives, consists of an evaluation of the past activities and the future plans proposed by the individual LEAs. The staff feels that the past activities of the LEAs show that great strides have been made toward making Project GROW one of the outstanding career education projects in the nation and that the future objectives of the cooperating agencies are wide in scope, yet practical in light of the fact that the 1974-75 career education programs will be funded by the individual institutions, without outside allocations. Plans for each LEA are as follows:

DAVIESS COUNTY-OWENSBORO
Plans for the 1974-75 School Year
District Director - Vandalyn Hooks

I. Organization Team of the Daviess County-Owensboro Career Education Program:

A director of career education for both school districts with one building coordinator (teachers, principals, guidance counselors) for each 8 to 10 teachers.

II. Process Activities
- A. Building coordinators will meet for organizational purposes:
  1. For writing of measurable student objectives for broad framework of levels, based upon the needs assessment of Owensboro-Daviess County students.
  2. For writing of activities for teachers and students to meet the objectives.
- B. In-Services will be conducted by coordinators and director to "recruit and train" teachers in methods and strategies for meeting the students' needs.
- C. Involvement of business/industry in placement activities will be encouraged not only for seniors, but for all students that exit our doors; also follow-up activities and Job Bank Information materials will be developed.
- D. Teacher-counselors or sponsors will be provided for high school students in self assessment.
- E. Both school districts propose to concentrate on expanding the programs that were begun during the past two years. Special emphasis will be placed upon the expansion of a viable effort in career exploration in middle schools and orientation in the high schools, and preparation phases of the programs. Special emphasis will be given to the guidance and counseling activities and vocational programs. Local research efforts in local needs assessment indicate the following:

  1. In-service training - 65% of the local teachers have not had any career education workshop opportunities.

BEST COPY AVAILABLE

2. Independently and individually, teachers have written and developed career education materials. The materials need to be collected and developed for dissemination. Time for the development of new curricula needs to be provided at the middle school and high school levels.
3. Curriculum development for alternative teaching strategies for socio-economic and academically deprived students.
4. Guidance activities need to include interest and aptitude testing on the ninth grade level. These efforts should also include individual and/or group guidance programs, placement, and follow-up activities for all students. These will be joint efforts between the career education project and the Division of Guidance Services.
5. Community resource utilization by individuals, schools, and teachers will be collected, correlated and disseminated in a useable resource guide.
6. Local citizen advisory councils organized during the 1973-74 school year will be continued and utilized more fully.
7. Cooperative efforts begun with the Department of Economic Security, the Chamber of Commerce, Daviess County State Vocational Technical School, and the Division of Guidance Services will be expanded and utilized in program development.
8. Local administrative leadership will be maintained.

DAVIESS COUNTY VOCATIONAL REGION
Plans for the 1974-75 School Year
District Director - Harold Bellamy

Because the Daviess County Vocation Region is in the preparation and placement phase:

1. We will continue until we finish the curriculum development in auto mechanics.
2. We will start the same work on Electronics and Electricity curriculum.
3. In the years to come, we plan to work on all programs in competency-based curriculum.
4. The director, program coordinators, the industrial coordinator, the principals, and the teachers in their respective fields will be involved.
5. We plan to continue in-service for teachers on Career Education.
6. We plan to continue cooperative and work exploration programs.
7. The Craft committees will be used more as time goes by.
8. We will cooperate with primary and secondary schools on awareness, exploration, preparation, guidance, etc.
9. We will be working with the Henderson Community College:
    a. One area school will be sending students to the college to the learning lab.
    b. We have plans to implement a procedure to give vocational school graduates credit for work done in the vocational schools that is on the same plan of the training of the college (example: Business and Office class).
    c. There will be an exchange of needs analysis and guidance information.
    d. Future planning meetings will be held as needed to work on problems of common interest.

BEST COPY AVAILABLE

HANCOCK COUNTY
Plans for the 1974-75 School Year
District Director - Bill Buck

The Hancock County career education program will continue to incorporate the basic career components. Emphasis will be placed on the teacher as the catalytic agent for the project. Extensive use of the matrix units developed this year is planned for next year. Materials from the resource center at WKU will be used as supplements to local materials. It is hoped that funding from local/federal funds will be continued.

HENDERSON COMMUNITY COLLEGE
Plans for the 1974-75 School Year
District Director - Jim Long

The written policies and governing regulations pertaining to Henderson Community College presently include a strong commitment to occupational and career education. It also provides for specific assignments to faculty, program coordinators, and administrators for carrying out this function.

In 1974-75, the following activities and emphasis will be continued and further developed through the existing personnel and resources of the college, within reasonable manpower and financial limits:

1. Cooperation and coordination with Vocational Education personnel in planning and developing post-secondary occupational programs in the Green River region. Such activities will include the surveying of manpower needs and exchange of information, the discussion of matters relating to the articulation of occupational skills and programs at the vocational school and the community college, the exchange of facilities and faculties where appropriate and feasible, the maintaining of contact on the guidance and counseling of students, and the support of the Western Kentucky Council for Post-Secondary and Occupational Education.

2. Publicity in support of the career education cnncept and of specific occupational programs. This will include the dissemination of information and the promotion of programs available through the news media, the development of brochures and flyers, and if specific funding is provided, the development of the slide presentation on career programs.

3 Recruitment of students for career programs available.

4. The further development of placement services to students seeking job experiences and/or who have completed associate degree career programs.

5. Continuous surveying of the manpower needs and manpower trends of the Green River Region.

BEST COPY AVAILABLE

6. Maintain contact with high school counselors in our service area about career education opportunities.
7. Provide occupational information and vocational guidance to Henderson Community College students.
8. Maintain active communications with lay advisory committees on career programs.
9. Provide developmental and preparatory skills and develop opportunities for students interested in career programs.
10. Increase the options available to students and encourage the utilization of practicums, internships, and on-the-job learning experiences.
11. Encourage the professional development of the faculty toward career education objectives.

HENDERSON COUNTY
Plans for the 1974-75 School Year
District Director - Curtis Sanders

The Henderson County Board of Education policy will remain essentially the same as that of the past year. The superintendent and the central office staff will be responsible for curriculum supervision of career education. Their approach will be to encourage building principals and teachers to make use of as many career-oriented activities as possible in their classes. They will have available the recently developed career education curriculum matrix guide, as well as materials which have been accumulated over the years. Field trips and the use of community resource people will be encouraged as much as possible. We plan to ask principals to keep records of career activities.

Counselors in the middle school and high school will be expected to take the initiative in leading career development activities in their schools and to collect, organize, and disseminate materials for the system. The elementary and secondary curriculum supervisors will have the primary responsibility for directing career education activities.

Elementary schools will continue those activities which have been utilized in the past. These include the units on community helpers, health occupations, communications, construction, and others.

The middle school will have career oriented group guidance by two counselors. The counselors can establish a guidance media center in a large open social studies area. A counselor will be in the area as much as possible to discuss with students the materials they have seen. Counselors will encourage teachers to make use of the wealth of career oriented materials and will serve as consultants where requested.

The high school counselors plan to work with groups regarding more effective schedule planning, working through homeroom teachers. They will interpret the results of the Differential Aptitude Test with the Career Planning Questionnaire with ninth year students. They hope to expand the part-time work program for those students who want to attend school a half day only. A Job Survival Skills program will be made available for use by teachers in the classrooms.

BEST COPY AVAILABLE

Goal of the Henderson Independent Schools:

To continue career education or career development activities that have resulted from the Region 3 Career Education Project.

District Organizational Plan

1. Select contact person in each building to serve as an advisory council. These persons, who have demonstrated special interests in the concept of career education or career development, will be asked to encourage and coordinate career activities in all areas of the curriculum. Counselors in the junior and senior high schools will represent those schools on the council.

2. Plan a workshop for early in the school year for the advisory council to give new ideas gained from the June 12-14 conference and afford council members an opportunity to share ideas on units of work and career activities that have been used in the schools.

3. To start a district Career Education Newsletter to offer a means of communicating what teachers and schools are doing to perpetuate the importance of career awareness and the world of work in the district.

4. Encourage and help make arrangements for inter-school visitations.

5. Each teacher will be encouraged to do some career activities.

6. Encourage more use of resource people as career models.

7. Stress interviewing techniques.

Suggested Activities at Each Level

1. Elementary

   Use resource people
   Take field trips
   Use awareness games, hand-on-activities
   Develop projects--greenhouse, banks, stores
   Utilize career materials purchased with Region 3 funds.

2. Junior High

   Continue use of career day
   Continue use of VIEW reader-printers with all students
   Utilize more resource people
   Take field trips to local industries and businesses to explore world of work and see different types of jobs.

BEST COPY AVAILABLE

Continue to use group guidance activities to explore job opportunities for pre-teens and young teenagers.
Investigate use of career interest survey results as to their usefulness as a carry-over for high school guidance activities.
Use of materials purchased.

3. High School

Continue career days.
Encourage more field trips by classes.
Insist guidance counselors plan to make accessible to all students all materials and occupational information.
Stress in English classes how to complete applications and answer questions in interviews.
Make special efforts to help place students in jobs available.
Provide group guidance activities on jobs available.
Increase use of resource persons and employment services to better inform students about opportunities for placement.
Investigate ways of making better use of resources available.
Integrate units on careers into all subject areas.

McLEAN COUNTY
Plans for the 1974-75 School Year
District Director - Joe Anthony

The McLean County Board of Education policy: The McLean County Board of Education feels strongly that career education information should be integrated in all subject matter to the fullest extent possible.

The superintendent shall encourage the implementation of career education activities in McLean County.

The instructional supervisor shall serve as the director of career activities in McLean County and shall make every effort to obtain and disseminate the latest information in the field of career education to the entire staff of McLean County Schools.

The principal in each building is encouraged to make it possible for classes engaged in career education activities to secure transportation for field trips, facilities for role playing, and recruitment of resource people.

Each teacher in a self-contained classroom is encouraged to integrate a minimum of one unit of career activities into each semester period. Teachers serving as departmentalized specialists are encouraged to conduct a minimum of one unit of career activities per year (a joint effort). Each middle school is encouraged to hold a job fair, using the procedures developed by the Henderson County project. The teachers shall encourage as many students as they can to enroll in a cooperative-type education program in order that they may learn actual employment skills. In high school it is the objective of the educational faculty to help assist the students in improving their self-concepts. A student survey will be administered to sophomores, juniors, and seniors asking the students to indicate two interest areas. The GATB will be given to sophomores next year. A survey will be given on which students indicate two leisure-time activities. Classes will be offered which will assist the students in learning to use leisure time. The Career Education Matrix, developed by Project GROW, will be one of the resources used in career planning in McLean County.

OHIO COUNTY
Plans for the 1974-75 School Year
District Directors - Neil Embry and Doloris Eskridge

BEST COPY AVAILABLE

Because of the serious illness of one of the career education directors, Ohio County will not submit a list of future plans at this time.

PROVIDENCE
Plans for the 1974-75 School Year
District Director - Bob Winger

Career Education activities planned in Providence Schools for next year include a program similar to this year's:

Broadway Elementary

- Green House - sixth grade, Bobby Joe Eddings
- Picture Manufacturing Project - sixth grade, Bobby Joe Eddings
- Radio Program - seventh grade
- Operate a store -- Vicki Presley, sixth and seventh grades
- Banking Unit - Vicki Presley, sixth and seventh grades
- Field Trip to pig, cattle, and grain farms and to a land clearing - fourth through seventh grades
- Farm Visit - special education students
- Reading Program
  - Farm Unit
  - Food service (setting up a restaurant and serving meals)
  - Mining
- Recondition a piano - sixth grade
- Operate a store - kindergarten

Junior and Senior High Schools

- Mini hospital unit
- Interior decoration (planning, purchasing materials, and performing the tasks for completely decorating a room in the high school)
- Salesmanship Sandwich Shop
- Mass Media
  - Newspaper published by students
  - Yearbook publication
- Folklore (taking pictures, publishing a magazine, taping interviews in the community)
- Career Day (resource people are asked to the school so that students may schedule themselves to visit various career displays)
- Government (a trip to the Capitol)

UNION COUNTY
Plans for the 1974-75 School Year
District Director - Charles Wells

BEST COPY AVAILABLE

Union County plans to set up a committee of two classroom teachers from each school for the purpose of keeping career education an "active" part of the curriculum. This committee will have a coordinator, probably the curriculum supervisor, to bring the group members together regularly to focus on achieving the goals for career education at all levels. This committee will attempt to help classroom teachers use the career education materials.

WEBSTER COUNTY
Plans for the 1974-75 School Year
District Directors: Marjorie Johnson and Roger Milburn

Activities planned for 1974-75 in the Webster County Schools include:

1. The "Career Corner" in the library will continue. The career education materials center contains:
   a. A VIEW reader-printer
   b. Chronicle Briefs
   c. Dictionary of Occupational Titles
   d. Audio-visual materials
   e. Other career-oriented materials
2. Groups will be organized in Grade 9 to receive the following instructions:
   a. Disseminate career education awareness information
   b. Administer and interpret the OVIS
   c. Make use of the "Career Corner" in the library
3. Career development units to be utilized:
   a. Career matrix resource units
   b. Teacher-prepared units
4. Two social study phase elective courses will be offered:
   a. Americans at Work (new for 1974-75)
   b. Consumer Education
5. Job Survival Kits (new for 1974-75) will be used
6. Plans will be made by the counselor, principal, and a committee made up of faculty and students for placement of:
   a. Allied Health students at the Madisonville Vocational Area Center
   b. Other vocational students at the Madisonville Vocational Area Center
   c. Students as elementary aides at Dixon Elementary School
   d. Teacher assistants in the office, bookstore, guidance office, and in the sickroom
   e. Part-time employment of students
7. Administration of the GATB testing and interpretation program will be continued
8. Post-school placement programs will be continued
   a. Helping students find employment
   b. Post-high school educational program placement

BEST COPY AVAILABLE

PARTICIPANTS LIST

Career Education Conference
"A Time to GROW"

June 12-14, 1974
Ken-Bar Resort
Land Between the Lakes
Kentucky

LOCAL EDUCATION AGENCY PARTICIPANTS

Daviess County State Vocational-Technical Schools, Region 3

C. Stan Glenn, Counselor

Daviess County

Peggy Bivin, Block 6 Teacher, Burns Middle School
Bill Blaine, Block 8 Teacher, Burns Middle School
Fred Taylor Burns, Superintendent
Diane Chambers, Third Grade Teacher, Sutherland Elementary School
Mabel Cheek, Counselor, Daviess County Middle School
Shirley Elkins, Home Economics Teacher, Daviess County Middle School
Jean Fortune, Block 9 Teacher, Apollo High School
Dick Hedrick, Counselor, Burns Middle School
Vandalyn Hooks, District Career Education Director, Daviess Coun--Owensboro Schools
Sam Humble, Counselor, Apollo High School
Beulah James, Principal, Sutherland Elementary School
Frank List, Principal, Apollo High School
Ora Cecil Mackey, Director, Elementary Education, and Right to Read Specialist
Harvey Marksberry, Coordinator, Federal Programs
Dorothy Miracle, Supervisor, Special Education
Barbara Nantz, Second Grade Teacher, Masonville Elementary School
Ralph Romans, Assistant Principal, Daviess County High School
Jane Stevenson, Counselor, Daviess County High School

Hancock County

Clifton Banks, Jr., Principal, Hancock County High School
Sally Banks, Counselor, Elementary
Mary K. Buck, Right to Read Specialist and Counselor, Hancock County Middle School
William H. Buck, Supervisor and District Career Education Director
George Carter, Principal, Hawesville Elementary School
Bill Francis, Superintendent
James A. Lacy, Jr., Principal, Hancock County Middle School
Edgar Payne, Principal, Lewisport Elementary School
Herbert Young, Counselor, Hancock County High School

BEST COPY AVAILABLE

Henderson Community College

Marshall Arnold, Director
Sharon Caudill, Business Office Education
Don Chapman, Counselor, Physical Education, Student Activities
Bob Parks, Assistant Director, Student Services, Counselor
Bill Price, Assistant Director
Claudia Watson, Nursing Program

Henderson County

Imogene Belcher, Principal, Bend Gate Elementary School
Syble Brady, Librarian, Henderson County Middle School
James Brown, Principal, Henderson County Middle School
Roger Fentress, Head Teacher, Niagara Elementary School
James Guess, Assistant Superintendent, Supervisor of Secondary Instruction
Wm. Ruie Murphy, Assistant Superintendent, Supervisor of Elementary Instruction, and Right to Read Specialist
James Polley, Counselor, Henderson County High School
Curtis Sanders, District Career Education Director and Counselor, Henderson County Middle School
R. Darrell Watkins, Principal, East Heights Elementary School
Becky Watson, Counselor, Henderson County High School

Henderson Independent

William Dawson, Assistant Principal, Henderson High School
Donald C. Gravette, Principal, Barret Junior High School
Kenneth Middleton, Principal, Seventh Street Elementary School
William B. Posey, Superintendent
Nancy Trader, Right to Read Specialist and Title I Reading Teacher, Jefferson Elementary School
Gerald Vincent, Principal, South Heights Elementary School
Leo L. Winchester, Curriculum Supervisor

McLean County

Joseph A. Anthony, Supervisor and District Career Education Director
Ella Cox, 6-8 Block, Livermore Middle School
Linda Edds, Business and Office Teacher, McLean County Middle School
Richard Edds, English Teacher, McLean County High School
Vonda Hoover, Right to Read Specialist, McLean County High School
Sue Nelson, Counselor, McLean County High School
Shirley Sutherlin, First Grade Teacher, Livermore School
Doris Turner, Math Teacher, Livermore Middle School

BEST COPY AVAILABLE

Ohio County

Mitzi Chinn, Art Teacher, Ohio County Middle School
Neil Embry, Supervisor and District Career Education Director and Right to Read Specialist

Owensboro Independent

Bill Chandler, Coordinator, Community Services
Chuck Erickson, Science Teacher, Estes Middle School
Nancy Erickson, Home Economics Teacher, Foust Middle School
Harry Fields, Principal, Lincoln Elementary School
Judy Fulkerson, Civics and Economics Teacher, Owensboro 9-10 Center
James C. Hilliard, Superintendent
Frances Lashbrook, Assistant Superintendent, Elementary
LaNeel Lilly, Primary Teacher, Newton Parrish Elementary School
Hillman McIntire, Psychometrist
Duane Miller, Psychologist
Casey Organ, Principal, Owensboro 9-10 Center
Mary Posey, Counselor, Foust Middle School
Addie Talbott, Right to Read Specialist, English and Reading Teacher, Owensboro 9-10 Center
Bill VanWinkle, Principal, Owensboro 11-12 Center
Leona West, Intermediate Teacher, Lincoln Elementary School

Providence Independent

Bobby Eddings, Broadway Elementary School
Jerry Fritz, Principal, Broadway Elementary School
Wendle Johnson, Principal, Providence High School
Bob Winger, District Career Education Director
Debbie Withers, Home Economics Teacher, Providence High School
George Wooton, Superintendent
Grace Wooton, Broadway Elementary School
Martha Wooton, Right to Read Specialist, DPP, and Supervisor

Union County

Mary Curry, Curriculum Supervisor
Ann Curtis, Right to Read Specialist, Morganfield Elementary School
Katherine Fletcher, Social Studies Teacher, Sturgis Junior High School
Janet Hodge, Counselor, Sturgis Junior High School
Fred Lamb, Counselor, Union County High School
Charles Wells, Principal and District Career Education Director
Lillian Wesley, Counselor, Morganfield Junior High School
Martha White, Science and Art Teacher, Sturgis Junior High School

BEST COPY AVAILABLE

Webster County

Marjorie Johnson, Counselor, Webster County High School, and District Career Education Director

KENTUCKY DEPARTMENT OF EDUCATION PARTICIPANTS

Bureau of Finance

W. C. Jolly, 2145 15th Street, Mayfield, KY 42066

Division of Guidance Services

Curtis Phipps, Director
Jack M. Cole, Consultant-Supervisor and GATB Testing, 308 North Third Street, Williamsburg, KY 40769
Ben Hicks, Coordinator, Psychological Testing, Route 5, Box 481, Morehead, KY 40351
Eddie Jackson, Consultant-Supervisor, Route 2, Ewing, KY 41039
Jim Poore, Post-Secondary Supervisor, 504 Kirby Court, Erlanger, KY 41018
Bob Ruoff, Consultant-Supervisor, 121 Nolan Drive, Paducah, KY 42001
Georgia Sublett, Consultant-Supervisor, 713 Wakefield, Bowling Green, KY 42101

Bureau of Instruction

D. C. Anderson, Director, Division of Supervision-Accreditation Organization
Eugene Robinson, Director, Division of Instructional Media
H. Mitchell Watkins, Supervisor, Russellville, KY 42276

Division of Regional Services

Bill Birdwell, Director

Bureau of Rehabilitation Services

Stewart Gatewood, Assistant Director, Division of Blind Services

Bureau of Vocational Education

Floyd McKinney, Director, Division of Program Supporting Services
Janie Jones, Director, Occupational Information Unit
Glen Davis, Coordinator, Occupational Information Utilization Unit
Lou Perry, Coordinator, Innovative Programs
Don Newman, Coordinator, Manpower Supply

KENTUCKY DEPARTMENT OF HUMAN RESOURCES

Bureau of Manpower Services

Norman Willard, Jr., Commissioner

BEST COPY AVAILABLE

KENTUCKY REGIONAL SERVICES PARTICIPANTS

E.S.E.A., Title III, Region II

Jack Neel, Director, College of Education, Fourth Floor, Western Kentucky University, Bowling Green, KY 42101
Bruce Lott, Guidance Component Coordinator

Green River Educational Development District

Darvis Snodgrass, Director, 1030 Burlew Boulevard, Owensboro, KY 42301
Hugh Montgomery, Assistant Director, Vocational Education
Harold Bellamy, Regional Programs Coordinator and C. E. Director
Mary Jean Grise, Industrial Relations Coordinator
Ken Howard, Business Manager
Cindy Brown, GREDD Secretary

Green River Opportunities for Work (Project GROW)

Theo Vickers, Director, 1501 Frederica Street, Owensboro, KY 42301
Melvin Pat Gibson, Assistant Director
Linda Baird, GROW Secretary
Marie Booker, GROW Secretary

RESEARCH PROJECT PARTICIPANTS

Western Kentucky University Center For Career and Vocational Teacher Education

Mark Newton, Research Associate and Project Director
Courtney Newman, Graduate Assistant
Roger Vincent, Graduate Assistant

THIRD-PARTY EVALUATOR PARTICIPANT

Southern Association of Colleges and Schools

Joe Clary, North Carolina State Advisory Council for Vocational Education, Poe Hall, North Carolina State University, Raleigh, North Carolina 27607

UNIVERSITY PARTICIPNATS

Murray State University

Yancy Watkins, Associate Professor, Division of Reading

Western Kentucky University

Dr. Wayne Ashley, College of Education, Department of Counselor Education, Fourth Floor, Western Kentucky University, Bowling Green, Kentucky 42101

Conference Sponsors:
Project GROW
Kentucky Division
of Guidance
Services
GREDD

BEST COPY AVAILABLE

TIME TO GROW WORKSHOP
Land Between the Lakes, Kentucky
Management Team Groups
Thursday June 13, 1974
8:30 A.M. C.D.T.

Presiding _____

Recorder _____

Manager District Team _____

Location _____

Goals: 1. To discuss and identify the organizational plan of Career Education in each district.

2. To discuss and identify the Career Education activities by levels in each district.

BEST COPY AVAILABLE

TIME TO GROW WORKSHOP
Land Between the Lakes, Kentucky
Management Team Groups
Thursday June 13. 1974
2:00 P.M. C.D.T.

Presiding _____

Recorder _____

Manager District Team _____

Location _____

Goal: To write plans for Career Education for the school year 1974-75 including Board of Education policy, responsibilities of each staff member and activities on each level.

(Please, give this report to Theo Vickers or one of her secretaries. Four copies will be made -- one for Regional office, one for Project GROW office, one for Division of Guidance office and one returned to you for your report on Friday morning.

BEST COPY AVAILABLE

Conference Sponsors:
Project GROW, Division of Guidance Services, GREDD

TIME TO GROW WORKSOP
June 12-14 1974
Land Between the Lakes, Kentucky

EVALUATION OF THE CONFERENCE

	Strongly Disagree	Disagree	Agree	Strongly Agree	No opinion
1. The panel and the outside evaluator presentations were informative and relevant.	2	2	38	15	5
2. The keynote presentation set the theme of the workshop.	1	3	25	29	2
3. The group work sessions were productive and meaningful.	0	3	37	19	3
4. The group leaders kept the groups moving in the direction assigned.	1	7	27	24	3
5. The sharing by displays was helpful.	1	5	37	14	4
6. The activities presented can be useful in my own school district.	0	1	39	17	4
7. The Career Guide can be a valuable tool in Career Education in my district.	0	1	29	27	3
8. The Matrix Mini-Units can be useful in my own school district.	0	2	27	15	17
9. I like the management team approach used in the workshop.	0	1	38	20	3
10. The facilities for the workshop were adequate.	6	10	30	12	3
11. The consultants were effective and informative.	1	4	34	18	4
12. The management team approach used in the workshop is an effective way for accomplishing a common project.	1	2	32	22	4

BEST COPY AVAILABLE

KENTUCKY

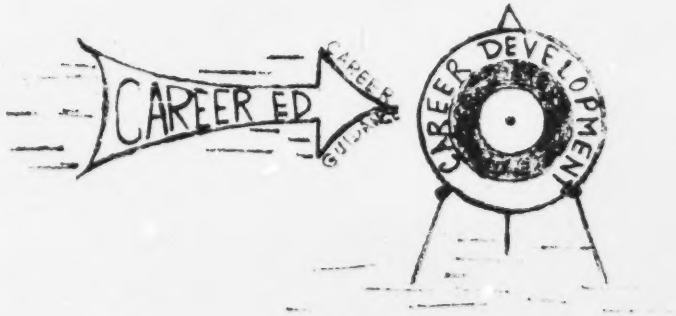
Region Three Career Education Project Center

Department of Education - Division of Guidance Services

Green River Educational Development District

Career Education Conference

"A TIME TO GROW"



Ken-Bar Resort

Land Between the Lakes

June 12-14, 1974

BEST COPY AVAILABLE

CAREER EDUCATION CONFERENCE
TIME TO GROW

AGENDA

Wednesday
June 12, 1974

8:30 - 9:30 Registration in the Lobby

9:30 - 9:45 WHY ARE WE HERE?
Welcome: Theo Vickers
Overview: Georgia Sublett

9:45 - 11:00 WHAT'S BEEN HAPPENING TO EDUCATION?
Darvis Snodgrass: panel moderator
Bill Birdwell: regionalization
W. C. Jolly: legislation
Curtis Phipps: guidance
Jack Neel: Title III innovations
D. C. Anderson: instruction
QUESTION & ANSWER SESSION

11:00 - 11:45 IS THERE REALITY IN PUBLIC EDUCATION?
Norman Willard, Jr., Commissioner
Bureau for Manpower Services

11:45 - 1:00 LUNCH

1:00 - 1:45 WHERE ARE WE NOW IN CAREER EDUCATION IN REGION 3?
Joe Clary review the third-party team evaluation
of Project GROW

1:45 - 2:15 WHO ARE THE PEOPLE AT THIS MEETING?
Bob Ruoff: Leader

2:15 - 3:00 WHAT ARE WE SUPPOSED TO DO WITH CAREER EDUCATION NOW?
Special Group

3:00 - 3:45 WHAT DID EACH GROUP DECIDE?
Report from each recorder

BEST COPY AVAILABLE

Special Groups	Room	Group Leader & Recorder	Consultants
1. Superintendents	Kentucky	Jim Hilliard	Bill Birdwell Jack Neel
2. Curriculum Supervisors	Barkley	Leo Winchester	Ben Hicks D. C. Anderson
3. Principals	Barkley	Frank List	Curtis Phipps W. C. Jolly
4. Teachers	Green River	Katherine Fletcher	Mark Newton Mitchell Wat..ns
5. Reading Specialists	Catalyst	Vonda Hoover	Darvis Snodgr s Fancy Watkins
6. Counselors	Gold Room	Curtis Sanders	Wayne Ashle Jim Poore

Thursday
June 13, 1974

BEST COPY AVAILABLE

8:30 - 9:30 WHERE ARE WE IN CAREER EDUCATION IN EACH LEA?
LEA Management Team - Morning

9:30 - 9:45 WHAT HAPPENED?
Each LEA will set up a display of career education materials developed or used in the district.
Bring as many things as possible to share with the other schools.

9:45 - 10:00 BREAK

10:00 - 11:00 WHAT CAN I SHARE WITH OTHERS?
District Career Education Directors will tell about Career Education in their schools and explain the LEA displays

11:00 - 12:00 HOW CAN YOU INITIATE CAREER EDUCATION ACTIVITIES
Bruce Lott: Leader

12:00 - 1:30 LUNCH

1:30 - 2:00 WHAT IS THE CAREER GUIDE?
Georgia Sublett

2:00 - 3:00 WHERE DO WE GO FROM HERE?
LEA Management Team - Afternoon

3:00 - 4:00 HOW WILL YOU KNOW WE'VE ACCOMPLISHED ANYTHING IF YOU DON'T LET US SHARE IT WITH YOU?
Displays - Balcony
District Career Education Displays
Project GROW Matrix Mini-Unit Display
Division of Guidance and Title III Career Education Material

BEST COPY AVAILABLE

LEA MANAGEMENT TEAM - MORNING

LEA	ROOM	LEADER and RECORDER	CONSULTANTS
Post-Secondary:			
1. DCSVTS and Henderson Community College	Gold	Harold Bellamy	Curtis Phipps Jim Poore
2. Daviess County and Owensboro	Green River	Vandalyn Hooks	Floyd McKinney Eugene Robinson
3. Hancock County	Catalyst	Bill Buck	Lou Perry Eddie Jackson
4. Henderson County	Mezzanine	Curtis Sanders	Jack Cole Don Newman
5. Henderson City	Large Room	Gerald Vincent	Glen Davis Darvis Snodgrass
6. McLean County	Large Room	Joe Anthony	Bruce Lott Mitchell Watkins
7. Ohio County	Large Room	Doloris Eskridge	Bob Ruoff Mark Newton
8. Providence	Barkley Room	Bob Winger	Mary Jean Grise Joe Clary
9. Union County	Barkley Room	Charles Wells	Bill Birdwell Stewart Gatewood
10. Webster County	Barkley Room	Marjorie Johnson	Hugh Montgomery Janie Jones

BEST COPY AVAILABLE

LEA MANAGEMENT TEAM - AFTERNOON

LEA	ROOM	LEADER and RECORDER	CONSULTANTS
Post-Secondary:			
1. DCSVTS and Henderson Community College	Gold Room	Marshall Arnold	Curtis Phipps Jim Poore
2. Daviess County & Owensboro	Green River	F. T. Burns Jim Hilliard	Ben Hicks Eugene Robinson
3. Hancock County	Catalyst	Bill Francis	Lou Perry Wayne Ashley
4. Henderson County	Mezzanine	James Guess	Jack Cole Don Newman
5. Henderson City	Large Room	Bill Posey	Glen Davis Darvis Snodgrass
6. McLean County	Large Room	Joe Anthony	Bruce Lott Mitchell Watkins
7. Ohio County	Large Room	Joe Davenport	Bob Ruoff Mark Newton
8. Providence	Barkley Room	George Wooten	Mary Jean Grise Joe Clary
9. Union County	Barkley Room	Charles Wells	Bill Birdwell Stewart Gatewood
10. Webster County	Barkley Room	Bobby Chaney	Dennis Harrell Floyd McKinney

BEST COPY AVAILABLE

Friday
June 14, 1974

8:30 - 10:15	WHAT ARE THE PLANS FOR NEXT YEAR? The District Career Education Directors will give ten minute summaries of the highlights of their Career Education plans for next year.
10:15 - 10:30	BREAK
10:30 - 11:00	HOW DID IT GO? Darvis Snodgrass Hilman McIntire - Summarize Conference Curtis Phipps
11:00 - 11:30	THAT'S THEIR OPINION, NOW, HOW DID YOU FEEL IT WENT? Each participant will: (1) Evaluate the workshop by filling out a conference opinionnaire; (2) Fill out all necessary travel, meal, and lodging vouchers; (3) Check out of the motel before 12 noon (at the request of the management)
11:30 - 12:30	Cold cut Buffet
12:30	ADJOURNMENT

BEST COPY AVAILABLE

Objective #2: Organize a Regional Materials Center.

Many materials were purchased through the Project GROW career education project. Educators from across the region borrowed the materials throughout the year. After the project phases out, the materials will be housed at the Green River Educational Development District office, and that agency will be responsible for checking out the materials to the local educational agencies upon request.

Objective #3: Redesign the occupational testing program for high school students.

The occupational testing program begun the first year of the project was continued during the last year of operation. The first year the regional guidance component coordinator conducted most of the testing programs, which was a massive undertaking. The last year the counselors in the individual LEAs administered the tests to their own students. The General Aptitude Test Battery and the Ohio Vocational Interest Survey are the two major occupational testing instruments used in Region 3 high schools.

REVIEW AND PLANNING CONFERENCE

An activity undertaken to phase out Project GROW was a career education conference sponsored during the last month of the program. Participants from every local education agency in the region met to review the activities of their individual career education programs and to make plans for the 1974-75 fiscal year. A report on the conference, which was sponsored by Project GROW, the Kentucky Division of Guidance Services, and the Green River Educational Development District, follows on the next several pages.

BEST COPY AVAILABLE

FINDINGS AND ANALYSIS

EVALUATIONS

Third-Party Evaluation: SACS

The Region 3 project was evaluated both externally and internally.

External evaluations of the regional project were conducted by an assigned monitor. The Bureau of Vocational Education contracted with the Southern Association of Colleges and Schools, Atlanta, to serve as the monitoring agency, with Dr. Mollie Shook as the evaluator. An evaluating team visited the project May 2-3, 1974; a copy of their report follows:

BEST COPY AVAILABLE

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

795 Peachtree Street, N.E. • Atlanta, Georgia 30308

Phone 875-8011 Area Code 404

June 21, 1974

Dr. Carl F. Lamar
Assistant Superintendent
Bureau of Vocational Education
State Department of Education
Frankfort, Kentucky 40601

Re: Team Review; Owensboro Career Education Project

Dear Carl:

Attached are five copies of the report of the Team Review of the Owensboro Career Education Project conducted May 1-4, 1974.

A final report and visit will be conducted this month.

Sincerely,

B. E. Childers, Executive Secretary
Commission on Occupational Education
Institutions

BEC:ib

cc: Theo Vickers
Floyd McKinney
Lillian Buckingham

BEST COPY AVAILABLE

CAREER EDUCATION DEVELOPMENT PROJECT

Kentucky Vocational Education Region III

Evaluation Report

Commission on Occupational Education Institutions

Southern Association of Colleges and Schools

Evaluators

Joseph R. Clary, Chairman
Marquita McLean
Roy Giehls, Jr.
Mollie Shook (3rd Party Evaluator)

BEST COPY AVAILABLE

INTRODUCTION

This report represents the best judgment of the three members of the Evaluation Team selected by the Southern Association of Colleges and Schools to evaluate the Career Education Development Project being carried on in Kentucky Vocational Education Region III.

The Team has studied the project proposal and other materials submitted to its members prior to arriving in the Region, reviewed materials made available upon arrival, participated in individual and group discussions with administrators, directors, teachers, guidance personnel, project staff and others involved in the career education emphasis, and considered other information furnished in written form or gained through informal discussions.

Special care has been taken to be as objective as possible, recognizing some biases unavoidably brought to the scene by each member of the team. The team recognizes the possibility of error through failure to see all it should have due to the shortness of time, misinterpretation of what was seen or heard, or of generalizing beyond what the information received allowed.

The body of this report is a summary of what was read and seen and heard in connection with a visit to the Region on May 2-3, 1974. Some recommendations and suggestions are made for the possible further development and strengthening of the concept of career education in the Region and for continuing cooperative efforts on a Regional basis.

BEST COPY AVAILABLE

OVERVIEW

This project centered around the challenge of seeing if an educational concept (i.e., career education) could be successfully implemented and maintained in a large region. The Region encompasses 10 school districts covering a seven county geographic area, a vocational-technical school and its three area vocational education centers, and a community college. The program was intended to be implemented from kindergarten through the post-secondary school level, including adults.

The policymaking body was composed of the superintendents and directors of the school systems and institutions represented in the Region. The fiscal agent was the Daviess County State Vocational-Technical School, Owensboro, Kentucky.

It has been a most ambitious project. To have attempted to achieve the goals and objectives of the project in even one county within the limitations of the outside funding would have been a noteworthy effort. To attempt one of this magnitude must have been awesome.

The basic purpose or goal of the project could be described as that of developing a regional career education model which might be used by the Commonwealth as a pattern. It was intended to be developmental.

The Team has seen evidence of many very positive things happening as a result of this project: a new spirit of togetherness has been achieved in the Region; ways of cooperatively attacking a common problem have been hammered out; an enlarged spirit of sharing and willingness to share has emerged; a better appreciation of both the common problems shared by all and the unique problems of each district has developed; the benefits of massive and jointly planned in-service education programs have been seen; some

BEST COPY AVAILABLE

improvements in both horizontal and vertical articulation of educational programs have been made; there have been attitude changes; there has been greater community involvement in the schools; curriculums have been revitalized and new curriculum materials developed; new programs have been added; and there are hopes for a new area vocational school. But most importantly of all, there is evidence that the many efforts put forth in the project have made a difference in the lives of the students.

The evaluation team recognizes that not all has been rosy; sometimes it was a real struggle. Some of the objectives were met to a greater extent than others. Some of the changes or accomplishments noted were greater than others and more fully reached in some districts than others. The team recognizes with you that you have not arrived but that the direction is good.

The real challenge lies ahead. Now that the special funding is apparently nearing the end, all Kentucky and the whole Nation should be watching to see if the people of this Region can continue the progress you have made and can really institutionalize regional planning, implementation, and evaluation concepts in a region with 10 autonomous school districts.

In the report the team recommends such efforts be made and suggests some possibilities for doing so.

BEST COPY AVAILABLE

ADMINISTRATION

The project proposal was locally developed and funded by the Bureau of Vocational Education, Kentucky Department of Education. A Steering Committee composed of the Superintendents of each of the cooperating districts, the Director of the Daviess County Vocational Education Region 3, and the Director of Henderson Community College set policy and overall direction for the project. Implementation of policy and overall administration for the project was delegated to a project staff.

State Agency Administration. Little attempt was made to make an evaluative judgment on State Agency administration for the project. However, a number of incidences were uncovered which appeared to effect the project. Little evidence has been found of major State-level contributions to the project other than funding. Certain restrictions were imposed from time to time which, even though possibly justified and necessary, were not understood or appreciated in the region. The holdup of E.P.D.A. stipends for summer workshop participants had a definite effect upon the progress of the project during the past year. Difficulties in methods of fiscal allocations to the districts also caused problems.

Some feeling has also been detected that State Agency support for the project was limited to funding with little encouragement for project activities or assistance in the really difficult problems faced along the way. There was feeling too that the expectations of the State Agency have exceeded assigned resources and accomplishments.

Regional Administration. As mentioned earlier, policy-making authority and general direction resided in the Steering Committee with general administration and leadership delegated to the project staff. There is

BEST COPY AVAILABLE

evidence of good commitment of the superintendents from a time and direction standpoint.

Directors on the regional project staff to give leadership and direction to the various program components were important to the identification of the component, development of appropriate materials and activities, location and utilization of resources, inservicing of teachers and staff, and coordination of efforts.

Problems arose throughout the period as project staff changed and was reduced and multiple responsibilities had to be assumed by single staff members.

There were problems at times with overall communications and coordination but none so serious as to jeopardize the overall success of the project.

Funding was insufficient and erratic. Some participants thought too much was attempted in too short a time and with too few resources. There was some question as to the degree of expectation for the commitment of local resources.

There was some evidence of lack of adequate communication between the project staff and the Steering Committee both in terms of communications to and from the Committee and feedback to the Steering Committee on how well certain emphases were going, what the problem areas were, what might be done both regionally and in the districts for further promotion or emphasis or in resolution of problems.

Communications between the project staff and the district directors were not always at optimum levels. Timeliness and clarity of communications were difficult. Timely and accurate responses from the district directors left something to be desired at times. It must be remembered, however, that

BEST COPY AVAILABLE

these district directors assumed this responsibility along with other duties, limited funds were available for their use, and their authority was not always understood by themselves, principals, teachers, and others.

School District or Institutional Administration. Promotion of the career education concept and coordination of activities associated with the project in the local school districts and the cooperating institutions were generally delegated to one person selected by the Superintendent or Director. This coordinator was seen as a key to successful promotion and implementation in each district. Efforts should be made to maintain this leadership.

Local district administrative support has been varied but generally good in view of the multiple responsibilities of administrators. Positive reaction increased as the project progressed. School board interest has been positive. Reaction of many principals has been good, however, some teachers hinted that some building principals were the weak link in the project. Other teachers felt their principals were highly supportive. Teacher reaction has ranged from highly positive to indifferent. Student reaction has been excellent. Students appear to be enthusiastic about the program and are utilizing guidance services to the greatest extent ever.

Superintendents and directors did not reveal any major administrative problems arising from implementation of the career education concept in their school districts.

Plans for continuation of much of the career education thrust are being made but a need was expressed for continued outside support, encouragement, expertise and financial support in order to further refine and expand the program.

BEST COPY AVAILABLE

There is much evidence that administration of the project was guided by the general objectives specified in the proposal. Each objective was attained to some degree, usually a pretty high degree. Most specific objectives surrounding the general objectives were also attacked. Substantial progress was made. It is hoped that efforts will continue so that these objectives can be fully met in the near future.

BEST COPY AVAILABLE

ELEMENTARY -- GUIDANCE

Review of Project Design

The design of the project in Owensboro at the elementary level is one of regionalization. The design is an evolutionary one. It evolved out of a concentrated model of funding for centralized planning and services to a ten district area which includes twelve principal educational systems or units. Regional planning and coordination of services within its conceptual framework is a worthy endeavor. The real crux in regional services is organizing, however, services into the best and most effective delivery system. This is especially true in this project, given the inflexible monetary resources from the state.

The design for project services at the Elementary level and in Guidance support services leaves much to be desired. In fact, these two components which were discontinued (at least in terms of specialized staff leadership) were not replaced by a substitute linkage in the resubmission and modification of the project. The loss of the elementary coordinator as well as the guidance coordinator was a major blow to program efforts. At the elementary level, it reduced the impetus of the career education movement; it reduced career education articulation and coordination; it lessened the communications flow; it hindered the cross district pollenizing of new ideas; it allowed some principals to make career education second class; it did not give rise to the necessary teaming; and far worse, it limited seriously the impact of career education on the very population of pupils in the educational system who are most receptive to these learning activities. Finally, it produced a fregmented activity approach to a learning concept which lends itself well to a common curriculum coordination, grades K-12.

BEST COPY AVAILABLE

Equally problematic was a design which required discreet inputs of expertise from a supportive service with no systematic means of deliverance. The tremendous number of career oriented functions which the school counselor might perform for the teacher did not occur and those that did were rendered spasmodically and were poorly aligned with project goals and objectives. This phenomenon is in the natural course of affairs when things just happen with the "counselor" who has the time. Critical, also, was the state of conditions for career education and guidance when there is only one counselor at the elementary level in the entire seven county area. The Steering Committee and the project staff should reasonably question both their separate and joint commitments and responsibility to the pupils at the elementary level, their dedicated teachers and parents. This constituency has every right to expect and receive the best thinking and decision-making from their educational leadership who promise their districts quality career education.

Review of Project Implementation

The implementation of the project design reaped, however, yet-untold benefits. In spite of the problems inherent in the "scatter-gun" design of the project, the following values are in evidence:

1. A variety of classroom activities supportive of the career education concept,
2. A small cadre of elementary teachers and counselors serving the concept of career education,
3. Creative school projects by grade level for teaching careers and job skills, i.e., sales, marketing, bookkeeping, cost and profit mechanisms in projects like the "greenhouse" and "variety sales" (These should be compiled and disseminated separately),
4. Career education materials organized by the Matrix Committee,

BEST COPY AVAILABLE

5. A number of interested, motivated parents and community leaders who are excited and have been extremely helpful to the schools,
6. A number of enthusiastic school/community people who are willing to approach the state educators with their views of their career education needs in their locales,
7. It has revealed that even with a loosely designed regional thrust, a real service was still rendered to those small districts which could not have "done it alone," and
8. Further, the project has sown the seeds within the districts -- to "Grow" and bridge the gap between these times and such time when the Green River Educational Development program is initiated.

Please allow the Team a final thought on the project design, presently and in the interim before the activation of the Green River Organization. The fostering of a strong Regional Advisory Group carries avenues of service to the elementary schools. Some examples are a central source producing a newsletter for the entire region (allow your citizens' group to resolve this need); the compilation of a regional directory for career education tours (describing age group most appropriate, best days and hours for tours, important contact person -- name and phone -- desirable group size, other important data); recruiting one volunteer in each district to work one day a week to make and organize class and school tours as requested by teachers; elect a secretary to report career education progress to the advisory group on a monthly basis; advertise a central number to receive calls about career education, and develop a coordinator communication liaison system which feeds back information to the Steering Committee and its Regional Advisory Board.

With the advent of a viable Regional Advisory Group or Coordinating Group, there should be developed an accountability, reporting, and/or feedback system. This might include, as a minimum, an annual reporting system to include number and types of activities, numbers of students served, some measure of results, etc.

BEST COPY AVAILABLE

MIDDLE GRADES OR EXPLORATION COMPONENTS

The middle school or exploration component got off to an excellent start the first year of the project. During the past year it has been expanded and certain of the good aspects "institutionalized" in some schools.

Exploration has been seen as a logical extension of the awareness and orientation emphases. It is a further "broadening of horizons" with a more indepth look and a chance for feedback to self-perception under the guidance of a professional.

Subject matter infusion with relevant career information and activities is being attempted. Special careers units are sometimes used. Major careers themes are being pursued. Teachers are teaming to show correlation. Exploration itself appears in many ways -- a "Unified Arts" block in some schools, elective exploratory blocks or courses (such as home economics, industrial arts, typing, business) in other schools, and mini-courses in still others. Actual observation and work exploratory experiences were arranged from some students. Group guidance sessions were a part of the program in some schools.

Other resources were used: literature review; field trips; interviews; role-playing and skits; visual displays; resource persons from the community, etc. Many highly creative techniques have been devised by both teachers and students.

Teachers like the emphasis; principals generally support it; students are highly motivated by it. There was no evidence of academic impairment but some evidence of higher motivation, better attendance and higher morale. Teachers reported a change in attitude of resource persons coming into the classroom -- reluctant at first, then enthusiastic and anxious. They reported

BEST COPY AVAILABLE

that many formerly highly academic teachers were using many, many career exploration concepts and activities now without a special consciousness that these were "career education." They expressed appreciation for the cooperation and support of the project central staff.

Teachers felt the need for more in-service training, more materials, more community involvement, more planning time, more funds for hardware and software materials, more support from principals, more attention to communications even within their own schools, and more use of parents as resource persons.

Teachers felt strongly that more emphasis must be given to an examination of values. They felt the need for more guidance personnel in the schools.

The biggest request from the middle grades teachers was for the administrators to assure that interschool and interdistrict visitation, sharing of ideas and materials, and joint inservice education workshops would continue.

BEST COPY AVAILABLE

RECOMMENDATIONS FOR MIDDLE SCHOOL COMPONENTS

It is recommended that:

1. Strong emphasis be continued on a regional basis to the further refining, expanding, and institutionalizing of career exploration.
2. Practical arts or unified arts and/or other exploratory courses be expanded.
3. Additional guidance personnel for the middle school level be assigned a high priority.

BEST COPY AVAILABLE

THE HIGH SCHOOL AND POSTSECONDARY COMPONENT

An analysis of career education materials developed in Region 3 and a discussion with persons representing various levels of responsibility revealed that many activities have been implemented in high schools and postsecondary institutions during the current year. Information was presented which indicates that programs of an exploratory and preparatory nature are being offered in expanding numbers in the participating high schools. Further evidence shows that career education concepts are being implemented into traditional academic subject areas and, with the implementation of a phase elective curriculum in certain districts, this trend will probably continue.

Specific offerings in individual districts include such academic programs as Biology, Language Arts, Driver Education, Literature and Social Studies in addition to the traditional vocational-technical areas which have also placed emphasis on related careers. Activities in certain districts included career fairs, increased utilization of community resource persons and exploratory work experience programs in service-oriented areas. One district is reviewing its honors program to recognize outstanding achievements in areas other than purely scholastic ones. Through an awareness of increased occupational interest, one district has prevailed upon state officials to construct an extension center for one Area Vocational School. Placement services and follow-up studies are being designed and implemented in some of the districts to better serve the needs of students and to provide feedback necessary for improving educational programs.

In some districts, Community Advisory Councils have been formed to promote total community awareness and to act as a sounding board and a facilitator for proposed career-related activities.

BEST COPY AVAILABLE

Reports from postsecondary institutions are encouraging. The Area Vocational-Technical School has expanded its career offerings in Business and Distributive Education and persons interviewed expressed the opinion that, with the incorporation of career concepts into the public schools, fewer students would be entering postsecondary vocational programs as an exploratory experience.

Activities were identified at the Community College level which were highly encouraging. The Director indicated that this movement had promoted greater communication and coordination with secondary schools in the region, thus providing valid information needed for the planning and development of programs at the community college level. It was pointed out that increased articulation had also occurred with the Area Vocational-Technical School and arrangements for granting credit for vocational programs were being completed. Other arrangements are in effect for permitting high school seniors to obtain early entry into community college. The CLEP test is being administered to incoming students and provisions are made for the challenge of courses for grade and credit. Terminal associate degree programs are being expanded to meet student demand.

In reviewing the current year's project, it was found that overall objectives for the High School and Postsecondary components were met, at least to some extent. Teachers expressed an opinion that the project staff had made a concerted effort to assist the local districts. Loss of staff undoubtedly affected the lack of attainment of objectives related to evaluation.

Though the visiting Team was impressed with the number and variety of activities, additional attention should be given certain aspects of the program. With this in mind, the following suggestions are offered.

BEST COPY AVAILABLE

1. Efforts should be made to increase articulation between middle or junior high schools and high schools in the participating districts and between high school and postsecondary institutions in Region 3. Information and experience at this level are essential for promoting the exchange of ideas and identifying promising activities and procedures.
2. Greater use should be made of Advisory Groups within the districts to inform and promote career concepts with the lay public, to secure input for improving the program and to identify and utilize community resources to the maximum extent possible.
3. Greater attention should be given to the establishment of a curriculum design which will permit the articulation of career experiences throughout the entire district, promote sequence and continuity and foster maximum student attainment.
4. The effort initiated to provide placement services and conduct follow-up studies should be continued. It is further suggested that placement and follow-up be expanded to serve school leavers as well as graduates.
5. To adequately assess career education and provide information to be used for local management decisions, attention should be given to the development and validation of evaluative devices to measure the input, process and product of career education programs in each district.

BEST COPY AVAILABLE

RECOMMENDATIONS

It is recommended that:

1. The Steering Committee be continued even though special funds may be cut.
2. The Steering Committee explore all possible avenues of funding to maintain one or more people on a regional level to coordinate future cooperative career education activities. This might be accomplished through a special request to the State Agency, a project proposal to other funding agencies, a consortium between the 10 districts with each contributing a proportionate share, a proposal directly to U.S.O.E., or perhaps others.
3. A major thrust of the 2 1/2 day conference scheduled for June be given to planning career education regional efforts which are to be continued and new ones to be started. Cooperative agreements for such efforts and activities should be executed.
4. As a minimum, the Steering Committee should develop regional cooperative plans and the necessary structure or mechanism for accomplishment in the areas of curriculum development and dissemination, in-service education (including the selection of certain common in-service days in the calendars of all the districts), planned teacher visitation across district lines, manpower needs assessment.
5. Each district continue to designate one person to promote and/or coordinate career education activities within the district and that these district leaders cooperate on a regional basis. The role, responsibilities, and authority of this person should be spelled out in writing from the local school board office and properly disseminated throughout the school community.

BEST COPY AVAILABLE

6. Future contractual agreements entered into between the State Agency and local districts or groups of districts or the Region be considerably tightened and authority, expectations and procedures be spelled out in detail.

(See additional recommendations on page 12.)

BEST COPY AVAILABLE

SUGGESTIONS

It is suggested that (in all districts):

1. Greater emphasis be placed on the development of active advisory groups.
2. More attention be given to effective communications linkages with the community.
3. School building principals be encouraged to give a more active leadership role in career education activities.
4. Major efforts be made to secure funds for field trips, consumable supplies, travel for interschool and interdistrict visitation, resource materials (e.g. filmstrips, records, tapes, charts, careers kits, books, etc.)

A general suggestion:

In the opinion of the evaluation team and supported by expressions of teachers and others the directors, certain teachers, counselors, and resource persons in the various school districts have done exemplary jobs. Some special recognition from the Steering Committee (in the form of a certificate or other suitable form) is suggested. Perhaps such recognition should be done on an annual basis.

BEST COPY AVAILABLE

CONCLUSION

A study of the history of the adoption of educational innovations reveals a very long time span -- even 10, 20, or 50 years -- between awareness and full adoption.

This 10 district group has gone a long way in just 2 1/2 years. For this we congratulate you.

The challenge from the Evaluation Team is that you solidify what you have begun during the past two years and expand as you are able to do so.

We see evidence that career education concepts are becoming institutionalized in your region and that you have succeeded in attacking problems on a Regional basis.

BEST COPY AVAILABLE

Third-Party Evaluations: WKU

The results of a project headed by Mr. Mark Newton, research associate at the Center for Career and Vocational Teacher Education, Western Kentucky University, entitled "Research Related to the Regional Career Education Development Project, Kentucky Vocational Region 3," will provide decision-makers in Region 3 with relevant empirical data which will serve to strengthen existing and future programs in career education. The project is divided into two stages. Phase One includes: population identification, sample selection, instrument development, field testing revision, and completion. Phase Two includes data collection, data tabulation, and the final analysis.

Data was obtained through personal interviews and reactions to a questionnaire survey through the mail. The population from which the data came includes senior high students, parents, teachers, counselors, administrative personnel, and career education staff in the Region 3 schools. The main areas that were measured included: knowledge of career education, attitude toward career education, factors influencing implementation of career education, and in-service strategies and techniques.

The regional staff, in a cooperative effort with those working in the project at Western Kentucky University, assisted in devising the instrument and the processes involved in gathering data. Results from the research have not gone to the printers as yet, so a copy of the results is not yet available to insert in this report.

Internal Evaluation

Each member of the Region 3 career education project wrote final reports that listed numerous accomplishments for the year. Some of the highlights of the reports include the following broad statements, which the individual LEAs backed with statistics and examples:

--Teachers indicate student academic improvement, with an increase of interest among their students, as shown by increased attendance records, and a decrease in discipline problems.

--Career education provided "motivation power" and direction.

--Interest in part-time jobs has increased; an increase was reported of senior students choosing to attend classes half a day and to work the other half.

--Placement in jobs after high school graduation has increased.

--Students are asking for more intense occupational counseling; more help was offered students wishing assistance in finding a job.

--All the slots prorated to each high school to vocational schools were filled, and most schools asked for additional slots.

--Librarians reported an increase in students choosing books on careers.

BEST COPY AVAILABLE

--Schools report success in their coop placement, and some distributive education courses have been added to the curriculum.

--Career education has opened up avenues of communication between the LEAs.

--Field trips, guest speakers, interview techniques, parent enthusiasm have all been increased because of the community involvement in career education.

--Many students are considering careers now that they had never heard of before career education.

--Career education started a new effort at sharing among faculty members.

--School newsletters carried information about career education.

--Some students worked with computers to get occupational information.

--Students gained exploratory experiences.

--Career Education was integrated into the curriculum in many classrooms.

INTERNAL RECOMMENDATIONS

FOR DISTRICTS IN REGION 3

1. That a policy be made by the administrative level in each school district regarding the use of the Learning Concepts in Career Development.

2. That any future curriculum materials developed in the region incorporate career concepts into related activities.

3. That classroom teachers be involved in local system in-service workshops during the summer for the purpose of developing competencies and teaching techniques in the areas of decision making, utilizing community resources, and personalizing the educational process.

4. That the Green River Area Development District, in cooperation with all local districts conduct planning sessions with various groups of educators in the region. This office should also coordinate placement and follow-up surveys of all graduates in the Region 3 schools.

5. That at least a portion of teacher in-service days be devoted to attacking local problems in placement and follow-up of students and curriculum development.

6. That all new teachers enroll in at least one career education course in working toward their next degree.

7. That educators working with students be familiarized with the work world to some degree.

8. That high school teachers, counselors, and administrators become more familiar with the vocational-technical schools and community colleges in the region.

BEST COPY AVAILABLE

FOR TEACHER-TRAINER INSTITUTIONS

1. That more courses be offered on the undergraduate and graduate levels in the areas of community-school programs, business and industry relations, exploratory courses for students, competency assessment of students, team management techniques, and career-oriented courses.

2. That one and two-year college associate degree programs be developed for paraprofessionals working in schools in areas of special tutorial services, school-community agencies, placement and follow-up programs, teacher aid service, placement and scheduling activities for counselors, and playground supervision.

FOR THE COMMUNITY

1. That the establishment of community resource centers be set up in each county to serve as liaison between the public schools and community programs. The centers could set up student work stations, job observation sites, guest speakers, special interest sites and visits to business and industry. The centers would organize community input into the educational planning of the schools in regard to general design and curriculum. This would create more interaction between community agencies and the schools. Examples might be career fairs, resource people coming into the classroom, and panel discussion times provided to special groups one time per month.

FOR THE STATE DEPARTMENT

1. That the state organize an office for career development with staff to provide necessary consultant services to local education systems which are initiating career development programs. The office which should provide leadership in achieving set goals, should design a state plan for career development, including programs in placement and follow-up of Kentucky's students.

BEST COPY AVAILABLE

RESULTS

The analysis of changes in Region 3 schools caused by the introduction of career education into the curriculum is based on figures derived from local education agency career education directors.

In Region 3, the following enrollment figures were compiled for the various grade levels:

Primary (K-3)	8,533
Intermediate (4-6)	8,945
Middle School (7-9)	9,137
High School (10-12)	9,841
Post-Secondary (13-14)	850
Total Region 3 enrollment	37,306

Primary and Intermediate Students (17,478 students)

Approximately 40 percent of primary and intermediate students were able to participate in at least one field trip and to have been able to interview at least one guest speaker in their classrooms during the two-and-a-half year program. Across the region more than 60 percent of the classrooms for primary and intermediate students integrated career education information into the regular curriculum. Around 20 percent of the classrooms were involved in some kind of experiential project, such as building a greenhouse or organizing a micro-economic society. About 40 percent of the students made use of their schools' Career Education Materials Center and self-concept materials.

Middle School Students (9,137 enrollment)

Around 40 percent of the middle school students were able to take field trips, while 60 percent of the classrooms invited guest speakers in to talk about their occupations. Approximately 40 percent of the students were enrolled in classes that integrated career education information into their subject-centered course-work. In addition, 40 percent of the students were able to participate in career fairs or career day activities. Another 40 percent had access to the VIEW reader-printer, while only 20 percent were involved in some kind of experiential project in their classrooms. Ten percent of the middle school students were administered occupational assessment tests and made use of their schools' Career Education Materials Centers.

Approximately 20 percent of the middle school students were given the opportunity to observe workers on their jobs. Another 20 percent were enrolled in career education phase-elective courses or mini-courses. Five percent of the middle school students across the region were able to take World of Manufacturing and Careers in Construction courses. In addition, 20 percent of the students had access to self-concept materials.

High School Students (9,841 student enrollment)

Only 20 percent of the high school level students were able to participate in career education field trip activities, but nearly 40 percent of them were able to interview guest speakers in the classroom. About 20 percent were enrolled in classes that integrated career education information into the subject-centered course-work. Another 20 percent participated in career day activities.

BEST COPY AVAILABLE

Approximately 20 percent of the high school students had access to a VIEW reader-printer, and 10 percent participated in experiential projects in their classrooms. Forty percent were administered occupational assessment tests. Only 5 percent made use of materials in the Career Education Materials Centers in their schools.

Job observation experiences were participated in by approximately 20 percent of the high school students, and the same percentage were enrolled in a career education phase-elective course or mini-course. About 10 percent of the students were involved in some kind of a work experience program, such as job placement or coop programs in distributive education, agriculture, home economics, business and office, or part-time work during school hours.

Post-Secondary Students (850 enrollment)

About 10 percent of the post-secondary students were able to participate in career education field trips, and only 5 percent had guest speakers come to their classrooms. Since many of the post-secondary students are enrolled in vocational courses and associate degree programs, most of these students found that career information was integrated into their course-work. Less than 20 percent were able to use the VIEW reader-printers to gain occupational information about local, state, and national job availability.

More than 80 percent of the post-secondary students were administered occupational assessment tests. Around 20 percent of the students made use of the materials found in their school's Career Education Materials Centers. Around 20 percent of the students were involved in a school-related work experience program, while the same percentage were able to use self-concept materials at their schools.

Administrator, Counselor, Teacher In-Put

The number of educators participating in the career education program in Region 3 include the following:

Role	Total Number in the Region	Percentage of Participants
Teachers	1,433	65% = 931
Counselors	34	75% = 25
Administrators	206	72% = 148
Totals	1,673	71%=1,104

Follow-Up

Counselors conducted follow-up surveys of both high school and post-secondary students. About 40 percent of the schools surveyed their high school students, and more than 80 percent of the post-secondary schools conducted the surveys.

BEST COPY AVAILABLE

In-Service Programs and Faculty Meetings

In-service programs in career education for teachers, counselors, and administrators involved 40 percent of the primary educators, 20 percent of the intermediate, 20 percent of the middle school, 40 percent of the high school, and around 10 percent of the post-secondary educators.

More educators discussed career education at faculty meetings than were able to attend in-service programs: about 40 percent of the primary, 60 percent of both intermediate and middle school, 40 percent of the high school, and 50 percent of the post-secondary educators.

Field-Testing

Faculty involvement in the field testing of the matrix mini-units involved 40 percent of the primary and intermediate teachers, 20 percent of the middle school, 10 percent of the high school, and between 0-5 percent of the post-secondary educators.

Dissemination

Newsletters and other methods of communicating with the educators about career education reached about 20 percent of the total faculties.

Purchase of Materials

Each level in the schools received about an equal amount of the money spent by each local education agency for career education materials.

Cross Visitations

Over 300 visitors observed in Region 3 classrooms of career education programs. Nearly 140 LEA personnel visited other programs within the region, and 75 local personnel visited projects outside Region 3.